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UNIVERSITY OF ALBERTA
EDUCATION

#3
November,
1956
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the **ATA**
magazine

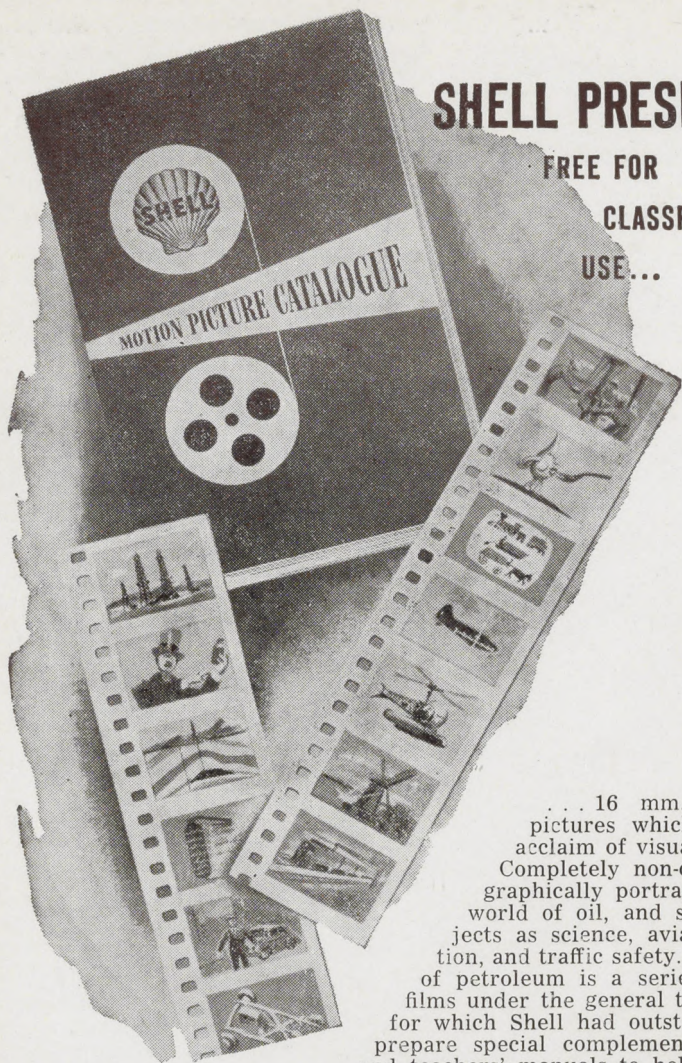
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Published on the fifteenth of each month, except July and August, by The Alberta Teachers' Association. Publication and editorial office, Barnett House, 9929 - 103 Street, Edmonton, Alberta.

Authorized as second class mail by the Post Office Department, Ottawa. Return postage guaranteed. Subscriptions per year: members \$1.50, non-members \$2. Single copy 25¢.

Affiliated with the Canadian Teachers' Federation. Member Educational Press of America.



The ATA Magazine

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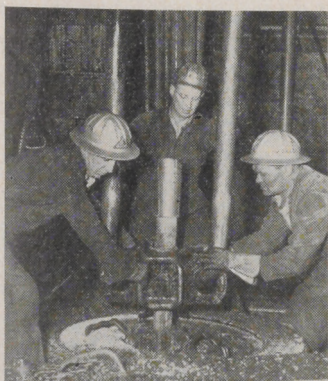
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COVER STORY

The 'oil play' in Alberta is not news. Its accentuated tempo goes back to the discovery well near Leduc in 1947. Since then, millions have been spent in searching for this lifeblood of modern industry and transportation. Alberta is the 'Texas' of the Canadian oil industry.

Target for Tomorrow

Our Minister of Education, speaking to the second one-day conference on teacher recruitment and retention, dismissed the objective of a "degree for every teacher" in Alberta as "unrealistic". The Hon. Mr. Aalborg went on to say that recommendations of the Alberta Committee on Teacher Recruitment and Retention for teacher certification were quite unacceptable.

As an alternative program, the Minister proposed what he termed a "realistic" program and one which he is "prepared to adopt and actively pursue". The features of this program would include continuance of the present program of teacher education and certification subject to the following changes—

- raise entrance requirements for the one-year Junior E program to the same level as those for the B.Ed. program,
- terminate the six-weeks' student-teacher program,
- require all students at the Faculty of Education to teach for one year after the successful completion of the first year before proceeding to further training,
- emphasize summer refresher courses for former teachers re-entering the profession,
- establish an interchange of Faculty of Education and Department of Education supervisory staffs on a one- or two-year temporary basis.

This was the Minister's answer to the proposal that the standards of entrance to teacher training be raised, and that the length of professional education required for permanent certification be increased to four years of university education by 1965.

Two of the proposals made by the Minister would appear to be acceptable. Summer school refresher courses for former teachers returning to the classroom after many years' absence are essential to acquaint these teachers with changes in curriculum and practice. It may also be a good thing to interchange Faculty of Education and Department of Education supervisory staffs so that practice and theory

do not become too far apart. There may be some road blocks which would make difficult this interchange on a practical basis, but if it can be worked out it has something to recommend it.

Similarly, we would welcome the termination of the six-weeks' student-teacher training program, since we opposed it from its inception.

The proposal that the requirements for the Junior E program become the same as those for the B.Ed. program is a move upwards. But it is poor salve for the wound dealt in 1954 when the requirement for permanent certification was dropped from two years to one year of teacher education.

Teachers and the public at large should look long and hard at the proposal that students should be required to teach for one year after successfully completing one year in the Faculty of Education. It appears to us that this proposal would, in effect, wipe out the B.Ed. program as we know it now. No student could ever complete his B.Ed. program in four years after Grade XII. The single justification for this idea appears to be that a year of teaching would be the best criterion for determining suitability to the teaching profession. If this holds true, perhaps doctors, lawyers, engineers, dentists—all professionals—should be subject to a similar program. In any case, we are altogether disturbed by the implications of such a proposal. It might well be that the long-term effect would be to develop a return of the old normal school approach to teacher education and to let the degree program wither on the vine.

The Alberta Committee on Teacher Recruitment and Retention deserved better treatment than it had from the Minister. Its target of a degree for every teacher and its recommendation that standards for teacher selection, education, and certification be progressively raised is in the public's interest. It is to be contrasted with the view that the standards we now have are high enough, if not too restrictive.

How long we can continue to try to educate for tomorrow with the concepts of half a century ago is surely something that worries those who sense the ideological struggle that engulfs us today. We know that the objective of relating the length of teacher education to the demands of the modern curriculum cannot be accomplished overnight. But there is some urgency that we start now before it is altogether too late. Let us never forget that education—education for this modern complex world—is a tool of the totalitarian as well as the democratic state.

A Unified Program

Mathematics is not set

A "unified program" exists only when it exists in the mind of the student, and the values associated with such a program are realized only when the inherent unity is recognized by the student. To achieve this desirable purpose, it is not only essential that teachers and administrators understand the nature of the relationships between the different fields of experience, but it is also necessary that the activities of the classroom be so planned that the student becomes increasingly conscious of a continuing and persistent emphasis on common general objectives. Teachers of mathematics share this responsibility with other faculty members, and the program in this area should contribute to the desirable objectives of general education and should also meet the needs of those students whose educational plans call for competency in professional and technical fields. How can this be done? The following factors are among those to be considered in studying this question.

The teacher's attitude toward mathematics

One point of view which represents the position of many teachers is reflected in the following quotation from Professor T. J. McCormack, who, in 1910, stated: "Our science, at least, is not a new and growing science, but received its full development centuries ago . . . No mathematical author is now perplexed with doubts as to new subject matter which he should introduce into his textbook, as is a physicist."

On the other hand, Professor J. W.

Young, after considering certain characteristics of mathematics, states that: "Such considerations should tend to eradicate the all too common feeling that the fundamental conceptions of mathematics are fixed and unalterable for all time. Quite the contrary is the case. Mathematics is growing at the bottom as well as at the top."

To accept the position of Professor McCormack is to regard mathematics as a finished and perfected system to be given to the student. Memorization is encouraged, and through the ministrations of some mathematical Moses to whom the mysteries of mathematics were revealed in a Mount Sinai experience, an uncritical group of students is led into the promised land of absolute truth where all creative thinking ceases.

On the other hand, to teach mathematics as a unified field which is growing at the bottom as well as at the top and one in which the fundamental concepts are not fixed and unalterable, is to stimulate the thinking of the student and to extend his growing understanding of these concepts as they relate to the broad fields of human experience.

Selection of the fundamental and unifying concepts

Mathematics is not a set of isolated and unrelated topics. It is a system of ideas unified by a number of fundamental concepts which grow in meaning and significance for the student as his study of mathematics continues. To develop insight and understanding concerning the nature of these concepts is the major responsibility of mathematics teachers

in Mathematics

set of isolated facts

HAROLD P. FAWCETT

on all levels, while it is also a part of the general responsibility of all teachers regardless of the area with which they may be associated.

Number—Beginning with the idea of a whole number, this concept has grown to include fractions, decimals, signed numbers, and on through complex, transcendental and transfinite numbers. Faced with problems born out of his experience, man created the language by which it was possible to deal with these problems, and according to Professor H. E. Slaught, "the perfected number system is, in many respects, the greatest achievement of the human race". Associated with this concept are such related understandings as:

- base of a number system,
- importance of zero,
- meaning and significance of place value,
- operations made possible by extending the concept,
- importance of number in our modern society.

The study of this growing and expanding concept is a study of the mind of man at work. It yields many values which belong in the general education of all our students and it includes ideas needed only by those who for one reason or another wish to specialize in the field. It embraces a large segment of mathematics and, in fact, mathematics

has well been defined as "the science of number".

Measurement—To develop young people who understand and know how to use the techniques of accurate measurement is indeed a highly desirable objective, and is one which should receive continuing and persistent emphasis in any program of general education. Measurement is the art by which the mighty forces of nature are brought under control, and as has often been said "to measure is to know". The story of measurement is the story of man searching for a standard with invariant properties and associated with this important concept are such ideas as:

- importance of standard units,
- arbitrary character of the units,
- distinction between exact and approximate numbers,
- distinction between accuracy and precision,
- importance of relative error.

The importance of measurement is seen in all the activities of life. It permeates the fabric of modern society. It gives form and direction to our culture, and through our control over the techniques of measurement we are building the world of tomorrow. In any program dedicated to the general education of our people we have an obligation to provide experiences through which all students develop insights and understandings related to this important concept. While this is the common responsibility of all teachers on all levels, the major burden rests with the teachers of mathematics, for it should not be forgotten that mathematics has also been

defined as "the science of measurement".

Relationship—The importance of this significant concept with its associated ideas of change and interdependence is reflected in such phrases as "appreciation of quantitative relationships", "cause and effect relationships" and "the interdependence of the nations and peoples of the world". In our professed allegiance to the methods of science, accompanied by the inability to use the scientific method, we are implicitly recognizing the importance of relationships, since in the words of Henri Poincare, "it is not things themselves that science can reach but only the relations of things". To think at all is to think in terms of relationships, and one of the major objectives in any effective program of general education is to improve the quality of this thinking.

From his first introduction to mathematics in the early grades to the completion of a graduate program in this area the student is dealing with well-defined concepts and examining the nature of the relationship between them. Mathematics, in fact, has been defined as "the science of necessary relations", and teachers of mathematics have a responsibility to provide experiences through which will be developed such understandings as:

- interdependence between all elements of society and the nature of the relationship between these elements,
- methods by which the nature of relationships between classes of variables may be studied,
- the table of values as an expression of a relationship,
- the graph as a picture of a relationship,
- the formula as a generalization of a relationship,
- the verbal statement as a means of expressing a relationship,
- the nature of interpolation and extrapolation.

It should be pointed out that the experience of our students which leads to

the detection and symbolic expression of relationships among the well-defined concepts of mathematics must not be limited to that field alone. If the abilities and generalized understandings thus developed are to be useful in dealing with the problems of life, it is essential to provide experience which calls for the applications of these abilities and understandings to the problems of life, and any teacher of mathematics who fails to do this is not effectively using mathematics as a vehicle for the general education of his students.

Proof—One of the important characteristics of a democracy is the freedom of individual judgment. Associated with this freedom is the accompanying responsibility for making judgments, which are not the result of whim or prejudice but which are consistent with all available data related to the problem under consideration. In any program of general education, it is thus important to examine the methods by which conclusions are established and to assist the student in developing the ability to test the validity of his conclusions. While this is the responsibility of all teachers, the teacher of mathematics has available a type of content which can be effectively used to focus attention on the inductive and deductive processes and to develop such understandings as:

- interplay of deduction and induction in reaching generalizations,
- necessity and significance of undefined terms,
- importance of clearly defined terms,
- significance of assumptions of unproved propositions,
- importance of detecting implicit assumptions,
- distinction between fact and assumption,
- nature of the "if-then" principle,
- ways by which a hypothesis can be proved or disproved and the fact that nothing is proved that is not implied by the assumptions.

On all levels of experience teachers have an obligation to develop the idea

that a problem is not completely solved until the conclusion has been validated. Through the checking of results in the early grades to the organizing of authorities in the deductive proofs of demonstrative geometry, there should be a continuing and persistent emphasis on understandings related to this important concept. Nor can the experience of the student be limited to a narrow concept of mathematics if he is to be expected to use the important abilities in dealing with the affairs of daily life. Through appropriate experiences the student must be led to recognize that methods of proof, clarified through the sharply-defined concepts of mathematics, can be effectively used in any field which calls for clear thinking and logical judgment. Mathematics is indeed "the science of necessary conclusions", a definition which has long been recognized as reflecting the spirit and scope of this great science.

Operation—Throughout our teaching of mathematics there has been heavy and continued emphasis on this important concept. Many of our students have become competent operators with little understanding of what operation to use and when to operate. From every mathematics classroom in the country there comes the echo of the common question, "Do I multiply or do I divide?" The operations of mathematics are indeed important, but to emphasize them alone is to neglect those very aspects of mathematics which give meaning and significance to these operations. There is also considerable evidence to support the statement that our students do not actually understand these elementary mathematical operations. Do they recognize counting as the really fundamental operation? Are they taught the relationship between addition and subtraction? Do they know that multiplication and division are inverse operations? Are they conscious of the fact that if they square a number and then proceed to find the square root of the result, they should get the original number? Understandings of this sort are essential in

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the intelligent solution of any equation which calls for nothing more than the undoing of the operations which have been performed on the unknown.

There is likewise an order in which these operations must be performed, just as there is an order of operations in wrapping and unwrapping a package or in starting and stopping a car. With the exception of counting, for every operation of mathematics there is an inverse operation, and mathematics may well be defined as "the science of neutralizing operations".

Symbolism—It is the symbolism of mathematics which is at the same time the source of its power as well as its difficulty. Students are permitted and, in fact, frequently encouraged to manipulate the symbols of mathematics with little or no understanding of the ideas symbolized. A child who writes $3+4=7$ and who has had no real tangible experience with the ideas represented by these symbols might as well be writing Choctaw. The meaning would be just about as clear in one case as in the other. It is, however, the symbolism of mathematics which provides a powerful and effective means of dealing with ideas, and it is through well-selected symbols that the intellectual power of man is increased. Contrast, for example, the difficulty of finding the product of eighty-four and thirty-seven when these numbers are expressed in the symbolism of the Roman numerals with that of computing the product through the use of the Hindu-Arabic symbols.

All languages have in common the use of symbols. There is the language of art and the language of science. There is

(Continued on Page 35)

Let's keep some perspective—

Scientific Brain

AN American scientist made the following quip: "We have to learn physics and mathematics—or else Russian." The uneasiness and the real problem behind this quip are worth examining.

Ours is a technological society. The evidence is all about us. In transportation, the last hundred years has taken us from foot, pony, and wagon to the automobile, aeroplane, jet propulsion, and atom-powered submarines and merchant ships; in communication, from the pony express to telegraph, telephone, radio, and TV; in power, from manpower, horsepower, and steam to oil, electricity, and atom power. In health, the last hundred years has seen the conquest of bacteria-borne disease, with the result that the life span has doubled. Our power and machines give each person the equivalent of 320 slaves a year, in terms of productivity.

We enjoy this new world—that is why we want it. It is more pleasant to plow forty acres by tractor than by horse. It is easier to bounce to town in a Ford than in a wagon. It is more comfortable to have flush toilets than the outdoor kind. However, the new world creates new problems, which are before us now.

The problems

It is argued that the general public needs to know more science, that is, mathematics, physics, chemistry, to understand this more complicated world. The counter-argument is that the sweet young thing at the power-steered wheel of the modern car does not need to understand how it operates in order to go from A to B. Whether a more general

knowledge of science is required or not, all would agree that we must have scientists to design, and technicians to maintain, our scientific devices.

As in many other fields, there is a distinct shortage of engineers and pure science graduates. The Canadian government bulletin *Professional Employment*, prepared by the Unemployment Insurance Commission, notes that in 1956 there were about 1,700 graduates in engineering and 320 graduates in pure science, while there were opportunities for about 4,000. Industrial firms noted that "research has been curtailed" and "we have had to slow down our planned expansion". This indicates the shortage of engineers is real and is with us now.

The shortage of engineers, along with the shortage of other professionally trained persons, can largely be attributed to our own economy. Today's university graduate was born during the thirties, years of post-depression low birthrate. Another important factor is the many competing opportunities for today's young people. In addition, the shortage has been attributed to other factors, some of which are the responsibility of our school system.

One possibility is our curriculum—not enough science, or not enough students taking science. However, our six Grade XII subjects for university entrance—English 30, Social Studies 30, Mathematics 30, Chemistry 30, Physics 30 or Biology 30, and a foreign language—rather clearly show that nearly half of a student's time in Grade XII is spent on science (including mathematics). In the past few years—say, from 1950 to 1955—from before the recent changes in Grade XII mathematics

for Tomorrow

S. C. T. CLARKE

until well after them—the number of students taking science is proportionate to the general increase, as the following figures show—

Number of Grade XII Papers Written

Subject	Year		% Increase
	1950	1955	
English	4400	5763	31
Social Studies	4404	5712	30
Mathematics	2808	3716	36
Chemistry	3152	4030	28
Physics	2078	2670	28

Another possibility is that the quality of science instruction has deteriorated—that the courses have been ‘watered down’. Unfortunately, this is an area where opinion is the major ‘evidence’ produced, so that he who yells the loudest, or has most prestige, ‘proves’ his case. Another possibility is that students do not know as much science on graduation from high school, and so avoid further education in this area. These last two possibilities are definitely a concern of the school system.

In our complex society, the shortage of scientists is affected by the shortage of teachers—in this case, of good science teachers. Everyone anticipates an increased shortage of high school teachers in the future. As the fiftieth annual report of the Department of Education (1955) puts it: “The most commonly suggested cause for the shortage of fully qualified high school teachers is the single salary schedule, although the rapid increase in high school enrolment is certainly a contributing factor.” This

quotation again indicates a need for concern by the school system: it forecasts one possible solution of the problem.

Comparisons

Admitted that our society has a shortage of scientists and fully qualified science teachers, yet we have a shortage of professionals in general. Why worry? The situation will, in time, right itself. This is a world-wide problem. Is such complacency justified?

Comparisons have been used recently, especially comparisons with Russia. As quoted at the beginning of this article, the quip is, “Learn science—or Russian”. The table of figures which follows gives us the facts on this issue, as well as they are available. Too close comparisons and too strained attempts at accuracy are not warranted by the differences in bases of calculation and conditions in different countries.

Since we are making comparisons here, let us note the implications of these figures. Russia is not only producing a lot of applied scientists (engineers) but she is producing a lot more per million of her population than we are. Suppose Russia is making a mistake. The result is a surplus of engineers. Suppose we are making a mistake. The

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Science Graduates, 1954

Country	4-Year Degrees				3-year Post-Graduate Pure and Applied		Fully Qualified Science Teachers
	Pure		Applied				
United States	23,500	(144) ¹	22,500	(137)	3,500	(21)	50,000 (300)
Russia	12,000	(56)	60,000	(280)	4,500	(21)	250,000 (1,168)
Great Britain	5,200	(105)	2,800	(57)	900	(18)	20,000 (408)
Canada	300 ²	(20)	1,260	(84)	300 ²	(20)	—
Alberta	—		—		—		234 (234)
	5-year Degrees						
	Pure		Applied				
West Germany	3,450	(67)	4,450	(86)			
France	1,760	(41)	2,988	(70)			
Switzerland	215	(44)	399	(82)			
Italy	2,436	(51)	2,200	(45)			

¹Figures in brackets give number per million of population in the country; thus, in 1954, the United States produced 144 pure science graduates for every million inhabitants of the country

²Estimated

³Fully qualified means a science graduate

result is industrial ruin. Russia is producing a lot of scientists by having a lot of fully qualified science teachers. She has three or four times the number per million of population that either Great Britain or the United States have, and has five times as many as we have. The Russians are not complacent about the training required of teachers. The pay of science teachers is high, and the status of the science teacher is "considerably higher than the status of the medical profession" according to a recent authoritative view. Let us also note that one-quarter of the Russian output of scientists is girls.

By comparison, what is happening in Alberta? First, you may say that my figures are all wrong—the situation has been misrepresented. If you take this view, I invite you to dig up your own set of figures. They won't differ much. Secondly, you may say that the figures are all right, but there is no cause for alarm. The scientist quoted suggests that you had better start learning Russian. Thirdly, you may admit a problem and start thinking about causes and remedies.

Possible solutions

■ Increase the proportion of science in our high school program. This should not

be necessary. It already represents over one-third of the instruction time of university-bound students in our high schools. Any increase can only crowd out other important studies. The Russians, intent on producing scientists, devote about 40 percent of the high school instruction time to science.

■ Induce a larger proportion of present high school graduates into science at university. This must be balanced against the needs in other fields, and the general distribution of aptitudes in a population. Not all students are adapted to science. However, it is very likely that more girls have the abilities to pursue this path than at present do so. On the whole, this is not a promising solution, and it is not favoured by our own industrialists.

■ Increase the number of high school graduates, and the number who go on to university. If the proportion entering science remains the same, then the numbers will increase. The figures already given show an approximate 30 percent increase in the numbers of Grade XII papers written, indicating that on the whole this possible solution is occurring. However, each school system can examine its own students, to determine who drops out and why. Dropouts with the intellectual ability, the character traits

of persistence and hard work, and with interests in academic work, are a loss of potential scientists. At the same time, the loss as between high school matriculation and actual university entrance should be a concern to all. Interestingly enough, no one knows just what that loss is. In 1955, there were 1,426 students granted matriculation in Alberta, but 1,408 entered the university giving an Alberta home address. Obviously, some of the 1,408 had matriculated before 1955, and others had moved into Alberta from other provinces. In one study done by the assistant registrar of the university, H. R. Hawes, the figures were as follows: in June, 1939, in Grade I, there were 21,475 youngsters; nine years later, in Grade IX, 11,299. Three years later, in Grade XII, there were 2,871 high school diplomas issued, 978 of which included a seven subject university entrance. In September, 1951, 640 of these matriculants entered university, and by May, 1954, 285 had earned a degree, 149 were still in programs leading to a degree, and the other 206 had dropped out of university. Everyone suspects a big loss between high school and university, but nobody knows the facts! This whole problem of fitting those with ability to do the work into the appropriate channels involves:

- research—to discover the present facts and the best methods,
- guidance—to help students choose wisely,
- scholarships—to help needy students finance their education,
- public awareness—to increase the motivational pressure on young people to try their hardest.

- Another possible solution is to improve the quantity and quality of science teachers. The usual methods will work:
 - refresher summer session courses,
 - encouragement for science teachers to do further degree work in science,
 - short non-credit refresher courses such as put on by the Department of Physics, University of Alberta, under Professor Grayson-Smith,
 - contacts with industry such as summer employment or arranged tours,
 - encouraging boys to enter science teaching—how, when, they can take engineering,
 - more pay for science teachers—breaking the single salary schedule may create more problems than it solves,
 - bursaries for secondary route B.Ed. students in the Faculty of Education—this is a logical step required,
 - encouraging science graduates to enter teaching—the present government bursaries are a move in the right direction here,
 - an inservice training drive to improve science teaching.

In thinking about the problem of scientific brains for tomorrow, it is well to keep a sense of perspective. It would be disastrous for the solution to be at the expense of the social sciences. Man needs to conquer the physical universe, but at the same time he must learn to use it to his benefit. A narrowly-trained scientist can break atoms, but a different sort of training is required for solving the difficult problem of atoms for peace or hydrogen bombs. The school has a responsibility in preparing youngsters in both the sciences and the humanities.

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In the school year 1952-1953 there were 262 universities and colleges operating in Canada. These institutions of higher learning were staffed by 10,878 instructors and had a total enrolment of 106,386.

WHAT is freedom? What is a free society? What are the tests of a free society? We do know that freedom is not a state of nature, for the history of civilization has been the history of curbing nature and adapting it to the spiritual as well as the physical needs of man.

It is freedom in society, freedom under law, with which we are concerned. It is freedom not only for the individual but for the society itself, for the commonwealth. It is freedom not as an abstraction but as a living and functioning reality; not as a static concept but as a dynamic one; not as a passive symbol but as an active and creative symbol.

What then are some of the tests of a free society? A free society is a society where men are not afraid, and where society is not afraid. Franklin Roosevelt was very wise when he named as one of the four freedoms the "freedom from fear". A free society is a society where men and women are not afraid to speak their minds; to go to the church of their choice, or the assembly or meeting of their choice; to join such organizations as they fancy; to make their own friends and associates; to insist on their rights, even against officials; to read what they please and to write what they please; to travel where they will and work at what interests them.

Rely on intelligence

But freedom from fear is not only an individual felicity. It is, or it should be, social. It is not only the individual who is not afraid in a free society; but society itself is not afraid. Government is not afraid. Government is not afraid of the people. It is not afraid of revolution or conspiracy, for it has confidence in the virtue and intelligence of the people. It is not afraid of ideas, not afraid of organizations, or of assemblies, or of parties. It is not afraid of what is thought or of what is said. It does not regard political differences as evidence of treason. It does not fear scientists who have views different from the official views,

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or diplomats whose advice does not accord with official policy. It is not afraid of scholars, of intellectuals, of scientists; it is not afraid of the people.

It does not think it necessary to extol its own virtues, or to insist on its own superiority, but is content to let others discover these. It does not deny hospitality to those who are critical of it, for it knows that only by allowing critics to see it in action can it hope to convert them. It is self-confident and magnanimous.

A free society is not afraid of ideas at home, and it is not afraid of ideas abroad. It seeks to cast down barriers, not to erect them. It seeks to penetrate curtains, not to hang new curtains. It believes in free trade in ideas and free trade in persons. It does not bar prospective visitors because it may not like what they have to say, nor does it require its own citizens to stay home because it does not approve of what they have said or is doubtful about what they may say. It attempts at all times to mitigate the ravages of competitive nationalism, not to magnify them. It attempts to restore something of that community of art and literature and science and philosophy which was so much a part of the graciousness of the eighteenth century. It does not cast great countries and tens of millions of men and women into the outer darkness or consign them to the lower depths of the international inferno, but seeks rather to understand them and to expose them to freedom. It is too proud to be afraid of competition and of contamination.

of a Free Society

A free society must be a society that is based upon enlightenment, that is, upon education. This is in truth the most striking characteristic of a free society. We must cease harassing our teachers and our educators, exposing them to contumely and to suspicion. We must cease meddling in their intellectual and private affairs. We must abandon the indignity of teachers' loyalty oaths and legislative investigations to discover subversives, and inquiries into the curriculum and the libraries and the textbooks to discover dangerous ideas—knowing as all sensible men and women do that all ideas are dangerous, and that the only alternative to dangerous ideas is no ideas!

We must somehow reverse the attitude, now so widespread, that most teachers and most scholars have an affinity for subversion. There is great to-do in our day about attracting first-rate people to the crucially important fields of teaching and government service. Much has been done to make both types of work attractive financially, but financial inducement cannot alone attract first-rate minds. They will not attract first-rate minds if we maintain an atmosphere which deprives teachers and civil servants of self-respect. If we are going to get good teaching for the young or for the old, we must attract teachers who respect their students and who respect themselves; just as, if we are to get justice, we must surround the judge in the courtroom with respect. All this is a responsibility not of the schools but of society. We must not expect, as most of us do, too much of our schools.

Abandon anti-intellectualism

All this means, among other things, that we must abandon that easy and

shabby pose of anti-intellectualism, that has become so popular in our own time. It is unbecoming in a people who have made a religion of education, who have been more successful in mass education than any other, whose whole political system rests upon the assumption of an enlightened electorate, whose greatest leaders were educational statesmen—it is unbecoming in such a people to indulge in sneers at intellectuals or to make the term 'intellectual' a term of reproach. Ours is the only country where it is a term of reproach. And it is the last country where it should be!

It is nothing less than absurd to embrace the notion, now achieving some popularity, that universities are not primarily a place for the cultivation of the mind, but for other things—social graces, perhaps, or football! Whatever may be the virtue of athletics, or of the social graces, whatever may be the virtues of adaptation and accommodation, gregariousness, and fitting groups and fitting patterns—and I think all of these virtues are exaggerated—whatever they may be, they can and should be cultivated elsewhere than in the universities or the laboratories. Keep in mind that there are hundreds of forces and pressures and agencies all making for the cultivation of social graces, all making for conformity, for adaptation—almost all the pressures to which the young are exposed. We have conservatives enough. We have adapters enough. What we need is not more agencies to fit the individuals to groups, but some agency to fit the group to the individual, and fit the society to the individual.

Give aid to dreamers

There is, then, another test of a free society; a free society cherishes non-conformity. It knows that from the non-

conformist, from the eccentric, from the dissenter have come many of the great ideas of freedom. A free society must fertilize the soil in which nonconformity and dissent and individualism can grow. It must not only refrain from penalizing the nonconformist, whether by the penalty of the law, or by the penalty of dismissal from jobs, or by the terrible penalty of social ostracism; it must provide premiums and rewards for the nonconformist and individualist. These are the men and women who give us our music, our art, our political ideas, our social ideas, and our religious ideas. Let us give aid and comfort to the dreamer and the come-outer, the eccentric and the lame duck; to the congenital nonconformist, and even the non-joiner, confident that from this group comes incomparably more than its normal share of the geniuses of the world.

A free society is a society which encourages experimentation, and innovation. Those who welcome experimentation in the realm of engineering, but fear it in society are guilty of a profound inconsistency. I am not saying it is possible to tinker with society as you can tinker with an automobile engine—heaven help us! That attitude is a doctrinaire one and a dangerous one. I am saying that it is possible to experiment with social institutions, with political institutions, with economic institutions. Certainly this is the meaning of our federal system, this is the meaning of the fact that we have always had denominationalism in America and not a state church. Any other attitude is a vote of no confidence in the present and in the future. It was Jefferson who decried the notion that all wisdom was in the past, that the preceding generation held the earth more freely than we and had a right to impose laws upon us and declare that the earth belongs to the dead and not the living.

Diversity distinguishes

An essential part of experimentation

is, of course, diversity. Who can doubt that diversity and pluralism are a distinguishing feature of a free society? Go, as I went last summer, from West Germany to East Germany—and West Germany hasn't had a long time of being a free society—and you are struck at once in the East with the sameness, the monotony, the drabness of life, with the drabness, the dullness, and monotony of thought. Free societies present a scene of endless activity and diversity, of endless and delightful play—play in the sense of the play of the mind, the play of the spirit. Free societies present a diversity in religious organization, and a diversity in political organization, not one political party, but two or more; not one church, but as many as we choose to have. They present endless diversity in the realms of literature, art, and music—no official art, no official music or official history—but each competing for our approval as each commercial product competes for our approval.

Pluralism must be encouraged in our intellectual realm, rather than in the social and economic, for it will take care of itself in the economic, and to some degree in the social. It will certainly take care of itself if we continue a system of private enterprise. The only private enterprise that counts, in the long run, is private enterprise in the intellectual and the moral realms. But if you dry up enterprise and competition in the intellectual realm, you dry it up in the political and economic realm. The spirit of enterprise is not a series of independent fragments, lying around like bricks in a field, it is a seamless web, a habit. It is a tradition. It is a philosophy. Injure it in its most sensitive point, namely in the spirit, and you will do it fatal injury everywhere.

A free society is one that refrains not only from the ostentatious methods and devices of censorship or of suppression of opinion, but from visiting social and economic penalties on those guilty of dangerous or unpopular views. It refrains

from depriving them of their jobs, of excluding them from clubs; it refrains from using a sort of social 'bill of attainder'. The bill of attainder as a political thing has long been outlawed, but apparently a social bill of attainder against the whole family as punishment of those who are guilty of dangerous ideas is still permissible.

We are witnessing today a revival of absolutism in many fields. Now, I think it is true that those societies with the longest experience with freedom are societies that resolutely repudiate absolutes. For they know that absolutism is the mortal foe of compromise, of evolution, of experimentation, and of tolerance. Freedom, itself, may be called an absolute; but even here there are commonsense limits, the kind of limits that Justice Holmes had in mind in his famous observation that there was no freedom to shout fire in a crowded theatre, the kind of limits that civil libertarians recognize when they refuse to champion the purveyors of obscenities in comic books for children on the specious grounds that it is an infringement of liberty of the press. Absolutism has ever been the enemy of freedom and the parent of fanaticism, as it is today.

It is a test of a free society that it never imposes or permits any group to impose its notions upon others by force or by intimidation. It does not permit this because there is always a chance that those who are so sure of themselves may be wrong. It does not do this because it knows that ideas, even true ideas, imposed by force, lose much of their value. It does not do this because it will not sacrifice the tremendous educational value of free discussion, and the independent discovery of truth by all concerned. It does not do this because it knows that societies that do it never achieve a genuine unity or agreement, but seethe with hidden disunities and are torn apart by internecine wars. It does not do this because it knows that all genuine unity, like genuine loyalty,

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genuine faith, grow from within and cannot be imposed from without.

Freedom requires self-discipline

Another test of a free society is a free and responsible press. What is not always obvious, though it should be, is that a press must not only be free; it must be responsible. What is not always obvious is that freedom carries with it obligations. Freedom of the press is not a negative concept, it is not merely a happy device to avoid censorship, or government control. As our freedom generally has been positive and creative, so freedom of the press must be positive and creative. It involves not only the right to tell the truth but the obligation to tell the truth and the whole truth, insofar as that is possible. It is something that conditions the whole press, not just the editorial columns. It conditions the cartoons, news reports, the book reviews, the advertisements. The obligations of freedom and responsibility are as implacable for magazines and books as they are for the newspapers. Who can delude himself that in America these obligations are fulfilled?

A free society—and this is one of the important tests—a free society depends not on restraint, but on self-restraint. We must learn not only to respect the legal and constitutional restraints which we have placed upon ourselves; we must learn self-restraint, moral restraint, if you will. A free society respects its courts and its judges so much that it

does not seek to intimidate them, but it places ultimate reliance not so much on courts and judges, but on the intelligence and virtue of the people.

A free society subordinates the military to the civilian. There is little danger in our society that the military will ever try to control the civil, in any ostentatious way; the tradition is all in the other direction. The danger is far more subtle and more pervasive than that. It is a twofold danger; that military and civil considerations become so inextricably interwoven that they cannot be separated; and that our society itself, our civilian society, should become so security-conscious that freedom is subordinated to the supposed interests of security. Already it is difficult to draw a line between military and civil. In some realms—science, economics, education, public health—that line is hopelessly blurred.

There is another test of freedom, namely, public service and public activity. By this test where do we stand? A smaller percentage of our citizens take the trouble to vote than in any other democratic state. This apathy towards voting is, however and fortunately, counterbalanced by a practice which is of utmost importance—participation in the affairs of the commonwealth not through politics but through private voluntary organizations. One crucial test of freedom in our society is the extent to which freedom is permitted these voluntary organizations, the extent to which they do flourish. Heretofore, there have never been limitations upon them, our democracy has functioned through them, and our freedom has been enhanced by them. Now, for the first time in our history, the situation is undergoing a change. The private voluntary society is in serious peril. It is in peril from the odious theory of guilt by association. Once you persuade the young that it is dangerous to join things, they will cease to join anything. They will not only refrain from joining dangerous societies, but from joining

any society. They will not only refrain from dangerous participation in politics, but from any participation in politics.

Insure justice

We judge a free society by the kind of men and women that it produces. Does the society produce men and women of independent minds and spirits? Does it produce men of integrity, men of courage, and men of virtue, to use an old-fashioned word—that value their intellectual and spiritual integrity above all other things? Does it produce men and women with a sense of loyalty not only to the state, but to the law—not merely to the law but to the higher law, to the cause of truth itself, to loyalty itself? Does it produce not only statesmen, soldiers, and merchants but artists, poets, and dreamers?

What we are saying is this. A free society cherishes the dignity of man and exalts it. It provides men with the opportunity to go on as far as their native talents will carry them. It erects no barriers of an artificial character. It does not try to subordinate man to the state, but keeps ever in mind that the state is made for man, and not man for the state. If it requires the services of men, as it does in time of war, it does so on terms compatible with individual integrity and dignity. It does not humiliate its citizens. It does not expose them to obloquy. It does not intimidate them or permit officials, clothed with temporary authority, to humiliate them—not even if they are members of Congressional committees! But it keeps ever in mind that in a free nation the citizen is master, and the official is servant.

In short, a free society is a just society. This, more than any other single thing distinguishes the free society from the slave society; passionate devotion to justice. A free society is one that never yields to the seductive but perilous doctrine that the end justifies the means, that private judgment may be substituted for legal proof, that

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As the observer saw it—

Trustees' Talk

SPARTUS

EVERYONE is interested in the deliberations at the annual convention of the Alberta School Trustees' Association. Trustees are the stewards of public education. Their views and opinions influence public opinion and government policy—and this is as it should be.

There is no ready rule, no tidy formula, by which we can judge the competency of a school trustee. We can judge him only by his attitudes and his actions, and in the melee of the convention floor only a few can be measured. But the collective trustee body can be judged—both on its record as a school board and on its record as an organization.

The fiftieth annual convention of the Alberta School Trustees' Association held in Edmonton recently was naturally not significantly different from any of the many preceding conventions. The usual fraternal greetings, addresses, elections, and debate on resolutions characterized the formal sessions. We noted that trustees, like other conventioners, entered and left the sessions, renewed acquaintances, buzzed in the corridors and in hotel rooms, took leave-of-absence on occasion, even engaged in enthusiastic extra-curricular activities. In short, they acted like people—and nobody would have it different.

One of the problems

But the public, the government, and Alberta teachers are not too interested in the convention pattern. They want to know what these influential people think are the problems in education, and more than that, what should be done about these problems.

The Alberta School Trustees' Association has no official policy on what are adequate standards of teacher education and certification. But, annually, their resolutions endorse reduction of present standards. At their recent convention, trustee leaders argued that anything—literally, of course—is better than no teacher in the classroom. With vehemence and with oratorical pyrotechnics which bemused the observer, one trustee siege-gun after another endorsed, approved, and commended the government's six-weeks' plan. Dark looks and loud mutterings greeted those few brave souls who dared to oppose the emotional tide. The thought that the ASTA should ever think about better standards for teacher certification fell on deaf ears. And perhaps, not so strangely, because after all the ASTA supported not only the six-weeks' idea but also the government's action in reducing the requirements for permanent certification from two years to one year. By inference from its action, the Alberta School Trustees' Association has wedded the policy of meeting the teacher shortage by progressively lowering standards for teacher education.

And yet another

An observer could not help but be surprised that the ASTA skirmished around the fringes of the whole school finance problem. Their resolutions pecked at school grants on a piecemeal basis. It is quite surprising that this trustee group has not debated the many recommendations made in the LaZerte study on school finance. By the very absence of any overall policy on the subject

of school finance, the trustee organization may be said to be in general agreement with the current practice. But such is not the case if one is to believe individual school boards. One hears that the local financial support is at the absolute limit, that rising costs cannot be stemmed. Ergo, the case for increased grants from either or both of the provincial and federal authorities becomes clear. After listening to the provincial treasurer's address on taxation and grants to local governments, it would seem that the Alberta School Trustees' Association should set about deciding on some long-term objectives, that they should read again—and carefully—the LaZerte survey.

Look deeper

Teachers, the public, and the government have known before now the trustee organization's views on collective bargaining for teachers. The ASTA wants teachers removed from *The Alberta Labour Act*. They want compulsory arbitration, prohibition of teachers' strikes, a provincial salary scale, a commission to determine teachers' salaries, and so on. What the trustees want is not nearly as important as is their reason for wanting the changes in teachers' rights to collective bargaining. To put it bluntly, they want these changes because they will weaken the bargaining position for teachers and conversely strengthen the trustees' position. It's as simple as that.

Any time the convention dealt with matters affecting teachers, a negativistic attitude ballooned immediately. To be fair, not all trustees have succumbed to the virus—but altogether too many are in advanced stages of the disease. Last year, the trustees succeeded in getting a probationary year for teachers engaged by school boards. Now they want a probationary year for principals and vice-

principals. Next year, or the next, they will want the one year extended to two.

A year ago, they importuned the government to make the dates for termination and resignation identical. They didn't get their wish, but they were successful in securing changes in the requirements for resignations, which in effect sliced away some of the rights previously enjoyed by teachers in that regard. One suspects that their theory is that, if you slice often enough, no matter how thin, and if you slice long enough, you will eventually get the whole loaf.

The brighter side

All of this is a dolorous tale. Let us not think for a moment that we should write off the Alberta School Trustees' Association. It can be and will be a tremendous force for good in the interests of public education. It can resist as it chooses teachers' efforts to secure economic advances. It can attempt to increase control over the rights and the duties of teachers. But it must, sooner or later, stand up and be counted on the broader issues confronting public education. It has got to champion improved standards in teacher education if our children and our children's children are ever to get the type of education to which they are entitled. The ASTA should be in the forefront in sponsoring surveys of the effectiveness of our educational system. It needs the type of leadership that pushes investigations of education for gifted children, for the slow learners, for the mentally and physically handicapped. It needs more of the leadership that pushed the discussion of community colleges to front page news. And fortunately, that kind of leadership—always latent—has been pushing its way into the inner councils of the Alberta School Trustees' Association.

The Education of the Teacher

CAROLINE ROBINS

SINCE their inception, which in some instances in Canada dates back prior to Confederation, teacher organizations have worked consistently and vigorously to raise the status of the profession and to achieve standards which might bear some similarity to other recognized professions. Because higher salaries are important if status is to be attained, much of the effort of teacher organizations has been directed to teacher welfare. Tenure, better working conditions, and adequate pensions are areas where great improvement has been made, but where much remains to be done if teachers are to attain professional status.

Teacher organizations press for improved conditions because they believe that teachers mould the nation's future. Upon teachers' shoulders rests much of the responsibility for the thoughts and actions of future citizens. Our programs for the present and future include adoption and enforcement of higher standards of selection, improved standards of certification, better means of preparation, invigorating programs for inservice growth. A university degree, we believe, is prerequisite to teaching. Holding a degree does not make a teacher, but it does provide a basic background of academic and professional knowledge essential to competence in the classroom.

A bachelor's degree from a university has become the symbol of an educated man. No other profession admits members with less training. The number of college graduates in every community has greatly increased over the past years. In 1941, the percentage of youth from the ages of 18 to 21 found in Canadian colleges was 3.4, as against 11 in 1954.

As the doctor is the expert in his community on matters pertaining to health, so the teacher should be the expert on matters pertaining to the formal education of children.

It is also interesting to note that, in the year 1953-54, 35,000 teachers, or 34 percent of the Canadian teaching force, did not have senior matriculation plus one year of teacher training or its equivalent. We cannot lose sight of the fact that from 1941 to 1951 there was a considerable increase in the proportion of the population from 15 to 19 years attending school and university. At the same time, there were only small increases in the proportion of teachers with degrees and teachers with first class and higher certificates. In other words, standards of education of teachers have deteriorated.

Increased enrolments, shortage of classrooms, and shortage of teachers have pressed some to seek the easy, quick answers to these bothersome problems. In some instances in North America, the teaching profession has had its standards lowered. Some provincial governments, in effect, seem to have no standards at all. We know better than anyone else what happens to children when standards of teacher education are lowered. And so, on each and every occasion, teacher organizations have protested strongly against the progressive disintegration of teacher education.

It is true that there are many teachers with one or two years of training still in classrooms giving satisfactory service, but these are persons whose years of experience and other preparation have offset the lack of university background.

It is, however, impossible today to acquire the accumulation of new learning, to become a part of the new and improved teaching methods, to have some inkling of the great strides that have been taken in understanding human growth and development, with the teacher-education programs of one or even two years.

Quality attracts quality

The experience of Saskatchewan might well serve to prove that short courses do not solve the problem. With a system of emergency training we ended up with 600 study supervisors. When this shabby program was discarded and we stepped up our teacher-training program to a two-year course for a permanent certificate, enrolments in teacher-training institutions were higher than in any previous year. Retention of qualified teachers is as important as recruitment. In fact, statistics from the provinces show that each provincial teacher-training institution secures a fair share of high school graduates. The only effective way to get and retain enough qualified teachers for our classrooms is the high-standard approach. It is a recognized fact among all teacher organizations that young men and women of ability shun an occupation or profession that is easily entered, and thus more easily dropped, where there is little challenge in its courses, and less monetary recognition at the end of the road.

But much remains to be done. We must labour constantly to change the idea that anyone with the love of little children in his heart can teach. True, a good teacher loves children, but a good teacher must also know all the scientific literature, all the research connected with the science and practice of teaching, diagnostic and remedial techniques, as well as educational philosophy.

Much could be said of the role of the modern teacher. Suffice it to say that children come to school more sophisticated, better informed, from homes having access to every medium of com-

munication, but they also come from broken homes, from a society with a sense of values based on material things; and society expects the teacher to do something about it. More and more, responsibilities once accepted by the home, by the church, by the community, have been dumped into the classroom, and the teacher is expected to accept these responsibilities.

Short cuts to teacher education and certification are merely palliatives offered to hoodwink the public into thinking they have their classrooms staffed with teachers, when at best they have warm bodies that should never be labelled teachers.

Change in teacher education

The present trend in various provinces to integrate all teacher-training with the university is a result of a great deal of study and research done by teacher organizations. The most recent integrated program of British Columbia will be watched with much interest by teachers throughout Canada. The British Columbia Teachers' Federation can be proud of its spade work which shows that vision, courage, and determination bring results. In some of our provinces, teachers have representation on advisory committees to the ministers of education and presidents of universities with respect to teacher-training programs, certification, and selection. Thus, teachers who are in the classroom are able to make a worthwhile contribution in the field which concerns them most. The highest standards will be maintained if these committees meet often and if the advice and admonitions of teacher representatives are heeded. In the new Council on Teacher Education in Nova Scotia, four representatives from The Nova Scotia Teachers' Union are nominated by the organization. I know that the British Columbia Teachers' Federation looks upon the Joint Committee, representative of the department, university, federation, and the British Columbia Trustees' Association, which advises

the minister and the president of the university, as an important advance in teacher education in British Columbia. In Quebec, revisions in the M.A. course in education at McGill were suggested by a committee of the Provincial Association of Protestant Teachers of Quebec and revision courses at Macdonald College were first studied and recommended by a teacher committee. The seminar in the University of Saskatchewan in educational leadership was planned jointly by the university and the Saskatchewan Teachers' Federation and is subsidized by the federation.

So the story might be reiterated in the ten provinces. For years, teacher committees have studied teacher training, teacher shortage, merit rating, supervision, inservice training programs. Teacher participation is a requisite if professional growth is to take place.

Teacher organizations have stressed retention and education of teachers more than recruitment, although in some provinces interesting public relations projects and programs have been devised to recruit future teachers. The future teachers' clubs seek to encourage the cream of our high school students to enter teaching. But the best advertisement is good teachers doing an effective job in the classroom. Despite what many would have us believe about young people, they do accept challenges.

Inservice training

Inservice training programs have been inaugurated by every provincial organization. We believe that the professionally-minded teacher seeks opportunities for continuous growth. These programs include workshops, institutes, conferences, and summer courses which are planned, devised, manned, and financed by the teachers themselves—New Brunswick's conferences on basic problems in education, involving teachers, trustees, county superintendents, given impetus by the New Brunswick Teachers' Association; the ambitious and comprehensive programs of the Okanagan Valley

Teachers' Association; the Alberta Teachers' Association workshops held at Banff; the summer courses sponsored by the Ontario Teachers' Federation on educational philosophy, psychology, and educational leadership. The first Canadian Conference on Reading, attended by a thousand teachers, administrators, trustees, and parents was sponsored by the Federation of Women Teachers' Associations of Ontario. Six hundred attended the 1956 Conference on Social Studies. A delegate conference on Christian Curriculum Development was undertaken by the Ontario English Catholic Teachers' Association. For some years, the course in school administration for public school principals (or those aspiring) has been well received and recognized by school boards; this is sponsored by the Ontario Public School Men Teachers' Association. Mention should also be made of the leadership given in the Provinces of Ontario and Saskatchewan in curriculum building. In Saskatchewan, the Saskatchewan Teachers' Federation cooperates with the department and other interested organizations in this very important task. A class known as Education S10 on curriculum building is given at the university summer school, and, as part of this class, the federation, with the department, sponsors a three-day workshop to which are invited representatives from groups interested in curriculum development. The record of these activities sponsored by our teachers' organi-

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zations is instance of professional concern.

To encourage teachers to improve their qualifications, bursaries and scholarships are offered by teachers' organizations. More than \$62,000 is made available in one form or another, while additional funds are supplied in the form of straight loans.

Educational literature in the form of professional journals and newsletters is also a medium to further professional growth of the classroom teacher. During past years more space has been devoted in our magazines to instructional help, to relationships to the organization, and to criticism and interchange of ideas. Our magazine editors are sent at our expense to conferences of the Education Communications Service each year and our magazines are rated among the top educational magazines in North America.

Research developing

The field of research must not be forgotten — that done by provincial organizations and that by the Canadian Teachers' Federation. Newfoundland, New Brunswick, Manitoba, and Saskatchewan are presently engaged in studying the retention of teachers. The Alberta Teachers' Association for many years has given substantial financial aid and leadership in the field of educational research. Merit rating, optimum size of schools, examinations, problems in health and physical education, teacher activity, survey of arithmetic ability in Nova Scotia schools, living and working conditions of the rural teacher, and teacher shortage, are but some of the research endeavours completed by provincial organizations. Research bulletins are issued periodically by our CTF Research Division established in 1953.

Constant requests for copies of CTF research material come from research departments throughout the United States and Canada, and we have access to research done in the United States. Recent CTF research has been on teach-

er education, teacher shortage, school finance, and radio in Canadian schools. The Alberta Teachers' Association, the Saskatchewan Teachers' Federation, and The Manitoba Teachers' Society contribute to provincial research councils, besides being associated with research projects initiated by the Canadian Education Association. A current project involving the CTF as a member of the National Advisory Committee on Educational Research is the exploratory work related to the usefulness of the critical incident technique in assessing teacher competence.

I should also mention the outstanding financial support made by teachers to the LaZerte study of federal aid. The teachers' support of the CEA-Kellogg project is further evidence of their interest in research and their willingness to spend money on it.

And for the future

By public relations we do not mean "selling education" or "selling the teaching profession". If teaching is made attractive enough, if grants to education are sufficient to enable school boards to bid for the services of highly-trained personnel, if adequate security in tenure and superannuation is granted by legislation, if proper qualifications for entering the profession are secured and maintained, and if courses in teacher training are comparable to courses given in any of the other professions, we shall not need to fear for the future. Never have members of teacher organizations been so alert to the needs of the classroom, never have they been so keen to promote professional growth, never have they been so ready to work for the attainment of a true profession. The future will see teachers striving for a greater measure of control of their profession, a greater influence in the training of teachers, and a greater role in the certification and licensing of those who may teach.

The Principal's Leadership Role

W. H. WORTH

SIXTY-SIX selected school principals, representing 61 Alberta school systems, and the teachers' organizations in British Columbia, Saskatchewan, and Manitoba, met together in Edmonton for three weeks last summer at the Leadership Course for School Principals, to study problems in educational administration and supervision. Running through the course were several central ideas concerning the leadership role of the principal.

The principal uses his key position

Throughout the course it was emphasized time and again that the principal was in a strategic position to give effective and sustained educational leadership.

In contrast to other supervisory personnel, he is on the scene of educational action. When leadership is needed he is there to give it. Moreover, his close daily contact with the teachers and the pupils, and his understanding of the community, enable him to offer the kind of leadership the situation demands. By virtue of long service in the school, or school system, he is often the best-known interpreter of educational policy in the area.

The significance of the principal's sphere of influence was described like this—

More than any other person, the principal sets the tone of the school. Just as the architect and engineer design the brick and mortar shell which clothes the school, so the principal, drawing upon the ideals and aspirations of teachers, boys and girls, parents, and community, envisions the spiritual outlines of the school and cultivates its growth from day to day. Leader of teachers, and vicarious teacher of every child, the principal has the most delicate and exacting job in the whole system of schools. In the span of a single lifetime no other personality touches directly so many human lives. Thus the principal's life achieves a kind of immortality spreading its influence down the years in ever-widening circles.

The course members felt that the very nature of the principal's place in the school system served as a challenge to him to improve the quality of his leadership.

The principal gives instructional leadership

The belief emerged that it was in the field of instructional leadership that the principalship must justify itself as a vital professional job. Changing educational needs are affecting the duties of the principal. In particular, new demands are being made upon him to assume the mantle of instructional leadership or supervision. The school program is expanding. With this expansion has come renewed emphasis upon the importance of unity within the program, and upon articulation between the various levels of instruction. Teaching is becoming more complex. Even the very best teacher education institutions can now only commence the preparation of teachers. Continuing education for teachers in the field is a necessity. The organizational pattern of education is changing. Increasing centralization is leading to the growth of larger schools. Superintendents are becoming more and more involved in purely administrative matters. These changes in the school program, in teaching, and in organization all promote the importance of the principal in instructional leadership.

In the future, the principal will just have to find the time for instructional leadership. Many principals now spend the major portion of their time on routine, non-professional aspects of managing and administering a school that could be done as well, if not better, by

a competent stenographer or clerk. If they can free themselves from such repetitive and time-consuming tasks, they can then devote their abilities and energies to their truly professional job—**instructional leadership**. Most principals could probably organize their time to better advantage if they worked seriously at it, and many could likely arrange for their school boards to provide them with more time for instructional leadership if they demonstrated the need for it.

One of the course members, in discussing the relative importance of administration and supervision, put it this way, "Good administration will keep the educational ship afloat, but it is the **supervision of instruction** that provides the rudder."

There was also agreement that instructional supervision by the principal should be focused on the teacher. For, in the final analysis, only those who do the instructing—the teachers—can improve it. Thus, the principal best gives instructional leadership by helping teachers identify and comprehend instructional problems, and by providing situations conducive to teachers' solving these problems themselves.

The principal works with the staff

The course members expressed the feeling that, in the long run, teachers do successfully only those things they have figured out for themselves and, moreover, that teachers rise to whatever is expected of them. Accordingly, they believed that the principal exercises his leadership function best by working with the staff in an effort to release the latent power that the members of the staff have for defining, analyzing, and solving their own problems.

To provide staff leadership of this type, the principal must see himself not as the only one who can recognize needs and problems, not as having a monopoly on all information and ideas necessary to solve problems, and not as the only one with the ability to carry out solu-

tions and evaluate their success. He must see himself, rather, as the one who must develop skill in establishing a situation in which staff members can and will want to work together, as the one who seeks to find ways of helping all teachers express their concerns, offer their suggestions, and pool their wisdom and effort.

Working in this way the principal does not abdicate his responsibility to his school board and administrative superiors. He simply shares what he can of it with others. With this sharing of responsibility comes increased staff participation and a greater willingness on the part of teachers to assume responsibility for carrying out plans. The teacher who shares, cares. The effectiveness of the principal "who helps the staff to help itself" is reflected in success. Leadership of this kind might be described like this—

A leader is best
When people barely know that he exists.
Not so good when people obey and acclaim him,
Worst when they despise him.
Fail to honour people
They fail to honour you;
But of a good leader, who talks little,
When his work is done, his aim fulfilled,
They will all say, "We did it ourselves".

The principal practises good human relations

How a principal does things is often as important, if not more important, than **what** he does. To say this is merely to underline the importance of the principal's practising good human relations.

Over and over at the leadership course, the view was expressed that effective working conditions in a school are dependent upon good human relations. The person who sets the tone and quality of the human relations existing in any school is the principal. If the principal is dictatorial, suspicious of the motives of others, eager to take the credit for all commendable activities of the school, or generally disagreeable in his contacts with his associates, he cannot expect the level of interaction among staff members to rise above his example. On the other hand, if he is democratic, with a

Walter Worth was director of the pilot Leadership Course for School Principals held in Edmonton last summer. An offshoot of the CEA-Kellogg program in Educational Leadership, this course has been watched with close interest by all teachers as well as principals. Mr. Worth is associate professor in the Faculty of Education, University of Alberta and was formerly superintendent for Acadia School Division.

genuine liking for and interest in people, modest, and genial, he very likely will set a standard of human relations that will be widely adopted by his staff.

By his actions the principal must convince the staff of their worth, his interest, and the importance of their problems. If the teachers feel that they have the principal's approval, that he actively promotes their welfare, that he supports them in community and administrative circles, that he will listen when they talk, high morale and a cooperative attitude—two ingredients essential to leadership—are likely to exist.

The principal provides a sense of direction

Another important aspect of the leadership service rendered by the principal is to provide a sense of direction for the school's efforts.

The term 'leadership' implies action or movement toward a specific goal. The principal can only give leadership in the achievement of the school's goals, if he himself clearly understands what these goals are. The principal must, therefore, cultivate a keen appreciation of the needs of society and a broad understanding of the purpose of education in relation to these needs, if he is to provide wise guidance and a sense of direction to the school's efforts.

He must also provide opportunities for the staff to reflect upon the aims of the school—to build a school philosophy. A staff can plan a program to improve

instruction only after they are clear about what they want the instruction to accomplish. They can work together cooperatively only after they know what each other believes and have reached a degree of consensus.

The principal maintains good school-community relations

Good working relations between the school and the community do not just happen; they are earned. The course emphasized the fact that in this process the principal is largely responsible for the development of conditions which foster favourable relations with the community. The principal should provide for two-way communication of ideas and information between the school and its many 'publics'—parents, community leaders, industry, lay groups, to name just a few. He must also encourage the search for effective ways of explaining the 'why' of the school and its methods, as well as the 'what', so as to secure sufficient community understanding to assure intelligent cooperation. This cooperation should then be extended to participation. The community, with wise leadership from the principal and other school personnel, can profitably participate in such things as the formulation of general school policies, the non-technical tasks of the school, and the provision of supplementary resources for learning in the home.

The principal should visualize everything he does in terms of its public relations consequences.

A challenge and an opportunity

The leadership responsibilities outlined above may appear overwhelming to many principals. Some will say, "It won't work in my school." Others will say, "Sounds pretty good, but we're not quite ready for it." But some principals, as those who attended the Leadership Course for School Principals, will perhaps see in these leadership responsibilities both a challenge and an opportunity to make the principalship a vital professional job.

Three-Year Training

Reprinted from *The Schoolmaster*

THE report on three-year training for teachers published at the end of last week brings to the fore one of the most widely needed educational reforms. The extension of the general training course for a teacher from two to three years is generally agreed to be long overdue and it has for a long time been advocated by the National Union of Teachers. In the words of the National Advisory Council, it is "the next step in the development of the highly qualified profession which is required to meet modern educational needs. It will go some way also to reflect the modern concept of a unified teaching profession in all types of school."

The general secretary, Sir Ronald Gould, emphasized the sound educational reasons for the reform in his conference address at Scarborough last year. The complexities of the world we live in (he said on that occasion), the moral, political and economic challenge of our times, demand the best possible education for our children, which can only be achieved if teachers are carefully selected and highly educated. "To ensure quality in the teaching profession, therefore, we must extend the minimum course to three years."

As the minister has suggested in his foreword to the report, there will now be discussions and comment on the method and timing of the introduction of three-year training. There will be varying opinions about the relative weight to be attached to the various parts of the course. The NUT, however, has always emphasized that it is vitally important that such a course should make provision for carrying academic studies to a higher standard, as well as

This is an editorial appearing in the official publication of the National Union of Teachers in England. Standards for teacher education seem to concern our overseas colleagues as well as us.

including all those elements which go to make up the professional training of intending teachers—the principles and philosophy of education, child psychology, the study of teaching method, and some knowledge of all branches of the educational system, as well as practical training in its widest sense.

Every year, however, the demands on the student's limited time have been increasing. All too often the squeeze in the timetable has been at the expense of the personal education of the future teacher. It is at this point that the cramping effect of the two-year course is felt most seriously, and one of the greatest gains of the additional year will be the opportunity for each student to pursue one or more subjects of his choice in closer detail.

While there is general agreement about the desirability of three-year training, the more immediate problem is to time the introduction of extended training so that it results in the least possible upset to the educational system and the least damage to other urgent requirements. Here we move into the half-light of fact mingled with deduction. The number of children in maintained and aided schools can be estimated fairly accurately for a few years ahead. Be-

and that point the picture seems more conjectural. More children than estimated may stay on at school beyond the minimum leaving age. There may be unforeseen fluctuations in the birth rate, and mortality among babies and young children may decrease even further. These are inponderable factors in the demand for educational services which cannot be predicted with any certainty.

What then of the supply of teachers to meet this demand? This, in turn, depends on the number who flow in and out of the profession each year. Though the rate of recruitment is inadequate both in general and in particular categories, the flow into the profession has been greater than was thought probable. Calculations on the rate of 'wastage', however, must remain highly speculative in view of the difficulty of predicting the number of married women likely to remain in service, or the number of teachers who may decide to stay on in service because of improved salary, pension, or superannuation prospects.

The National Advisory Council has not allowed itself to be confused or deterred by the speculations and conjectures which are necessarily involved in any long-term attempt to forecast future developments. After taking into account all the factors, and particularly the greatest of all educational needs—a steady reduction in the size of classes—the council recommends 1959 or 1960 as the best date for introducing the three-year course while not preventing educational progress in other directions. It is difficult to be certain which of these two years would be the more favourable, but our own opinion inclines towards 1959 rather than the subsequent year, on the grounds that the current slowing-up of school building may make the earlier date desirable. In either case, it may be noted in passing that, as long ago as 1950, the NUT published a document suggesting 1958 as a possible date for the introduction of three-year training. The dates now suggested show

that the union's original appreciation of the situation was not far off the mark.

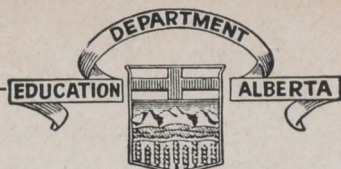
But what is the effect of all this on the present serious problem of maldistribution? Is it wise for training courses to be lengthened, with the virtual stopping up of output from the colleges, when there is an acute shortage of teachers in some areas? On the general position the National Advisory Council states quite plainly that the "year of intermission", as it is called, can be contemplated in the early 1960's, when the declining school population will largely offset the impact of there being no new teachers passing into the schools from the training colleges. But the problem of maldistribution is somewhat different from that of the total supply of teachers. The present staffing emergency in the deficiency districts must be met by emergency measures, and the executive is now closely studying what action it can recommend in readiness for the conference which the minister has called later this month between organizations of teachers and local authorities.

The crisis of maldistribution and the staff difficulties of the present must clearly have priority. The unanimity of the National Advisory Council's report suggests that the minister's decision on the date for the introduction of the three-year course need not be long delayed. The important thing now is for everyone concerned to grasp the significance of the closing words of the council: "We have left no doubt about the importance which we attach to this necessary reform and to the favourable, and possibly unique, opportunity of giving effect to it in the course of the next few years."

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Official Bulletin, Department of Education

NO. 177

Chemistry 30, 1956-57

Decision has been made that the course content for the final examination in Chemistry 30 should be the same for 1956-57 as it was for 1955-56. Therefore, teachers are hereby advised that, with respect to the Chemistry 30 departmental examinations in 1957, the instructions given in this regard for last year will also apply to this school year.

The instructions referred to are as follows—

Up to 30 percent of the Chemistry paper will be based on background and review material. For example, Chapters 10-15 in the prescribed text are listed as review chapters. Material from these chapters will be included in the examination questions.

For 1957 only, departmental examination papers in Chemistry 30 will not include questions on Chapters 24, 25, and 26 of *Chemistry For Secondary Schools, Advanced Edition*. It is expected that many students, especially the better ones in science, will enjoy reading these three chapters as an enrichment exercise.

French 20 and 30

Teachers of French are reminded that a set of four 78 r.p.m. 12 inch records cut on both sides is available to accompany *Nos Voisins Français*. These include selections dealing with the sounds and pronunciation of French, dialogues, narratives, and poetry. Produced under the direction of the high school French subcommittee, they should prove of great value to all Alberta teachers and students of high school French. This set is carried by the School Book Branch at a list price of \$10.90, less the usual 15 percent discount to school boards.

Grade XII departmental examinations in French 30

The 1957 departmental examinations in French 30 will not include material on Cru's *Lectures Pratiques*, but will be confined wholly to *Nos Voisins Français*, including all chapters from 1 to 30.

Where there is a possibility that directions on the examination might not be understood if wholly in French, they will be also given in English, otherwise, wholly in French.

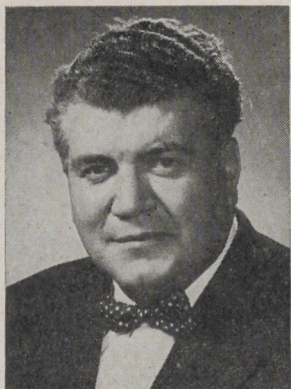
Literature 10

The Guidebook for Creative Living 4 is now available from the School Book Branch at \$1 a copy. The explanatory notes and teaching suggestions for each selection in *Creative Living 4* are designed to help the teacher conduct the literature program in accordance with the philosophy upon which the text is based.

Pen pals in Germany

The German Section of the International Service of the Canadian Broadcasting Corporation is seeking the names and addresses of young Canadians between the ages of 15 and 18 who would like to correspond in the German language with young students in Germany, Switzerland, and Austria. Any student interested in carrying on such correspondence should send his or her name and address to Miss Mary MacKay, Canadian Broadcasting Corporation, Winnipeg, Manitoba.

President's Column



A twin problem confronts education today—a problem created by man's technological and philosophical requirements. Since contemporary society is dependent upon large group action in the fields of science, industry, health, education, and, indeed, in all social developments, modern man must have a tremendous capacity for group action in order that he and society may survive. The twin problem lies in stimulating and promoting group action while preserving individuality.

It can be done

Herein lies the danger and the problem for education. On the one hand, we have a philosophical concept advocating complete absorption of individuality in group processes—that man becomes an ant among the hills. On the other hand, there is the conviction that we can educate significant individuals who are different from each other, and yet have them work effectively in groups.

Today, unsound concepts of public relations and stultifying group action techniques are producing a generation of conformists. I think there is as great a need as ever for good, old-fashioned intellectual independence. Unfortunately,

ly, too many of our business and educational leaders today are afraid of plain speaking because of the inevitable admonition that public relations will be jeopardized.

Let's tread on toes

What we need is a generation that can tread on toes—and does. The shipwrecked Irishman who, washed ashore in a strange land, stood up and declared himself against the government, is not, however, the type of person I am advocating. The pathological rebel who is “agin the guvment” has small place in society—he is a nuisance. I am making a plea for the interplay of ideas based on critical thinking. This concept, I contend, is vital to effective group action.

While it can be determined what schools are, or are not, doing in scientific and technical programs, it is not so clear what schools are doing in the field of human relations. It should be observed that much methodology is designed to produce real individuals. Let us look at some of our processes.

Creative art, such as finger-painting, gives children a genuine opportunity for developing self-expression. A child who produces a finger-painting has had an educational experience in developing a significant individual. The pupil who prepares his own report and evaluation in social studies, rather than copy the teacher's notes, has had an important experience. Mathematic laboratory techniques where students individually explore mathematical relationships also develop individual, rather than patterned, thinking.

I think it is safe to conclude that, on the basis of what we know of educational psychology, education can perform the twin tasks. Perhaps we need a survey to see how closely educational practice and theory conform. Perhaps, in addition, we need a much larger survey to assess what are the needs of education, how well those needs are being met, and where education should go from here.

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A black and white illustration of a young girl with a bow in her hair, smiling and holding up a large sheet of paper. The paper contains a drawing of a typewriter at the top and a table below it. The table has three columns with labels: 'NAME', 'ADDRESS', and 'PHONE'. The table is filled with several rows of horizontal lines, representing data entries. The background is decorated with radiating dotted lines.

The ATA Magazine

Teachers in the NEWS



CAROLINE ROBINS

Congratulations are extended to Miss Caroline Robins, who was elected president of the Canadian Teachers' Federation in August, 1956.

Born in England, Miss Robins came to Canada at the age of eight, and received her elementary and secondary education and teacher training in Saskatoon. She has taught in rural, village, and town schools, and on the Saskatoon Public School staff, and for one year was an exchange teacher in England.

Miss Robins has been active in local and provincial teachers' affairs, serving as secretary, president, and negotiating committee member of the Saskatoon Elementary Women Teachers' Association, and as councillor, executive member, vice-president, and president of the

Saskatchewan Teachers' Federation. She was chairman of the STF Finance Committee for ten years, and is a teacher representative on the Superannuation Commission.

Other activities of the new president have included service as a member of the Saskatoon Public Library Board and teacher representative in home and school organizations. She is a member of the United Church, and of the Women's Business and Professional Club, and a charter member of Soroptimist International. In 1950, Miss Robins attended the conference of the World Confederation of Organizations of the Teaching Profession, and in 1955, was delegate to the Assembly of the WCOTP in Istanbul.

G. S. "Joe" Lakie, past president of the Alberta Teachers' Association, and **Reg Turner**, perennial candidates for election to the Lethbridge City Council, were elected for their fifth terms as aldermen. Mr. Turner and Mr. Lakie headed the election polls.



G. S. LAKIE

Mr. Lakie is principal of Fleetwood and Susie Bawden Schools in Lethbridge, and Mr. Turner is principal of Watson Junior High School.

Frank L. Woodman, retired principal of Western Canada High School, was elected to his second term as public school trustee for Calgary.



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The ATA Magazine



To the Editor:

We are pleased to be able to inform you that reduced fare arrangements will again be authorized for teachers and students of Canadian schools and colleges for the Christmas and New Year holiday period.

Tickets will be sold to teachers and pupils on presentation of vacation certificate form 18W at the normal one way fare and one-half for the round trip, minimum fare, 50 cents.

Tickets may be sold for travel, going Saturday, December 1, 1956 to and including 12:00 o'clock noon on Tuesday, January 1, 1957, and will be valid for return to leave destination not later than midnight, Friday, January 25, 1957.

A supply of teachers' and students' vacation certificate form 18W is being supplied to the secretary-treasurer of each school district in Alberta.

It will be appreciated if you can include mention of these reduced fare arrangements in the next issue of your teachers' publication.

Yours truly
ROY H. POWERS
Vice-Chairman
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A Unified Program in Mathematics

(Continued from Page 9)

the language of poetry and the language of mathematics. The artist uses colour and canvas, the sculptor uses stone, the poet uses words, and they all use symbols as a medium for the communication of ideas. Mathematics is the language of exact and accurate thinking, and in the words of H. G. Wells: "The new mathematics is a sort of supplement to language, affording a means of thought about form and quantity and a means of expression more exact, compact, and precise than ordinary language."

Throughout this discussion mathematics has been defined in a number of different ways, but no single one of these really defines mathematics any more than an elephant can be described in terms of its trunk alone. A program in mathematics designed to contribute to the general education of all our students will provide continuing and persistent emphasis on each of these six concepts. They are the threads by which the program is unified and through which it is related to other areas of learning.

Tests of a Free Society

(Continued from Page 18)

suspicion may take the place of proof, that to be accused is to be damned, that methods are unimportant. In a free society there is no room for those who say, "I don't like his methods, but I approve his objectives", for methods are the essence of justice.

A society which disregards due process is in the process of disregarding justice itself. A society which permits and does not repudiate injustice to individuals, even to the weakest of them, is a society that has already lost its sense for the meaning of freedom and will soon lose freedom itself.

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By-law No. 4 of 1956

A By-law to amend By-law No. 1 of 1948 of the Board of Administrators of the Teachers' Retirement Fund Act

Be it enacted by the Board of Administrators of *The Teachers' Retirement Fund Act* as a By-law of the Board as follows.

1. By-law No. 1 of 1948 is amended as to section 4(a) thereof by substituting therefor the following:

2 (a) "Pensionable Service" shall be limited to 35 years and shall be computed only during those years after a teacher has attained the age of 30 and before he has attained the age of 68; and subject thereto:

- (i) means those years in which he has contributed to the Fund in accordance with the Act or this By-law in respect of salary earned while in fact engaged in teaching; and
- (ii) if he were employed as a teacher on the 31st day of March, 1939, and contributed to the Fund in that year, means also those years in which he was in fact engaged in teaching in Alberta prior to and computed back from the 31st day of March, 1939, the continuity of which has not been broken by absences in excess of 12 consecutive months; and
- (iii) if he were employed as a teacher immediately prior to his enlistment in the Canadian or Allied Forces in the first world war, means also (but subject to the limitations of the next preceding subsection) his years of service in those forces during that war and the period there-

after necessarily required to obtain his discharge.

2. Section 7 of the said By-law is amended by substituting therefor the following:

7 Notwithstanding anything to the contrary contained herein, a teacher who first commences contributing to the Fund after attaining the age of 50 years shall not be eligible for a pension; and in such a case all contributions made by him to the Fund, with interest credited to his account pursuant to section 20, shall be paid to him (or his legal personal representative) upon written application therefor to the Board within 5 years from the date of his retirement from teaching service.

3. Section 8(a) is amended by striking out the same and substituting therefor the following:

8(a) A normal pension in the case of males shall be an annual amount equal to:

- (i) firstly, one and two-thirds percent of the average annual salary paid to the teacher for the five consecutive years of his pensionable service during which his salary was highest (subject to (b) hereof) multiplied by the number of years of his pensionable service from and after September 1st, 1952, computed to the nearest month thereof, and
- (ii) secondly, one and one-half percent of the said average annual salary multiplied by the number of years of his pensionable service before September 1st, 1952, computed to the nearest month thereof,
- (iii) provided nevertheless that the aggregate of the number of years of pensionable service

shall not in any event exceed thirty-five and shall be payable for his life and in any event for five years certain; and in the case of females shall be the actuarial value equivalent of the normal pension for males.

4. Section 9 is amended:

(a) by striking out (a) thereof and substituting therefor the following:

(a) Any teacher who retires from teaching service upon or after attaining the age of 60 years and who has completed not less than 15 years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.

(b) by striking out subsection (b) and substituting therefor the following:

(b) When the applicant is less than 65 years of age his pension shall be the actuarial equivalent at his age of the normal pension which would have been payable to him were his age then 65 as determined by the actuarial tables approved for this purpose by the Board; and when the applicant is more than 65 years of age his pension shall nevertheless be determined upon the footing of age 65 except only for the purpose of computing pensionable service in excess of the required 15 years of pensionable service.

5. Section 13 of the said By-law is renumbered section 13(2), and is amended by deleting the words "subject to the provisions of section 7" and substituting therefor the following: "Subject to the provisions of section 7 and for the purposes of section 13(3)."

6. The said By-law is amended by adding thereto the following:

- 13(1)(a) Subject to the provisions of section 7, when a teacher who is not then entitled to be paid a pension under this By-law—
- (i) retires from teaching service, and
 - (ii) makes written application

to the Board within 5 years from the date of his retirement for a refund of contribution, then the amount of his contributions to the Fund in excess of the first 2 years thereof with the interest thereon credited pursuant to section 20 shall be repaid to him and his rights and interest in the Fund shall thereupon cease.

(b) If such teacher thereafter again contributes to the Fund and subsequently becomes entitled to repayment under this section, the amount previously retained from his contributions shall be taken into account in determining the amount of any subsequent repayment to which he may become entitled.

(c) In the case of reinstatement of a teacher under section 6, the amount repayable to him under this section shall be reduced by the aggregate of pension payments made to him under section 11.

13(3)(a) Notwithstanding the provisions of section 13(1), if a teacher is not engaged in pensionable service in June, 1956, he may apply in the manner and within the time provided by section 13(2) for a refund of contributions, but without such application no refund shall be made to him.

(b) If the time within which the application is required to be made expires before the first day of August, 1957, and the applicant is otherwise entitled to a refund, it shall be computed and paid under the provisions of section 13(2).

(c) If the time within which the application is required to be made expires on or after the first day of August, 1957, but

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the application is in fact made before that date and the applicant is otherwise entitled to a refund, he may stipulate in the application that the refund is to be computed under the provisions of section 13(2) or under the provisions of section 13(1) and it shall be computed and paid to him accordingly, except that no payment of a refund computed under section 13(1) shall be made until after the first day of August, 1957.

- (d) In every other case in which the applicant is entitled to a refund under section 13(3) it shall be computed and paid under the provisions of section 13(1).

7. Section 14(a) of the said By-law is amended by substituting therefor the following:

14(a) If a teacher dies while under engagement as a teacher and

- (i) such engagement was not of a casual nature; and
- (ii) he commenced contributing to the Fund before attaining the age of 50 years; and

- (iii) written application is made therefor to the Board within 5 years of the date of his death;

the Board shall pay to such person within section 9(e) of the Act as may have been designated by him, or in default of such designation to his estate or to such person within the said section as the Board may in its sole discretion determine, a sum not less than \$200.00 nor more than \$1,500.00 computed in other respects at the rate of \$100.00 for each consecutive year of teacher service prior to the date of death the continuity of which has not been broken by absences in excess of 12 consecutive months and for which the teacher has contributed to the Fund; and shall also pay to such person the amount to which the teacher would have been entitled as repayment under section 13(1) if immediately preceding his death he had made a written application to the Board for a refund of contributions.

8. This By-law shall come into force on the first day of July, 1956.

* * *

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404 letters of authority were issued during the 1954-1955 school year. In addition, 200 teachers held temporary licences for Grades I to IX.

* * *

During July and August of 1954, 133 students enrolled in the six-weeks' course; 121 were granted teaching privileges, and 114 were engaged by school boards in this province.

NEWS from our Locals

Athabasca Sublocal

The sublocal held its reorganization meeting on September 26 in the Edwin Farr Composite School. Officers elected for the ensuing year were: Jack Appleby, president; Merne Hyrcun, vice-president; Jean Young, secretary-treasurer; Nick Pesklevits, track meet director; and Mrs. Julianne Pylypiuk, press correspondent.

Benalto Sublocal

The first meeting of the fall term was held in the Benalto School with a good attendance. Mrs. Barbara Goedicke was in the chair. The new slate of officers was elected, as follows: Mrs. Laura Holsworth, president; Mrs. C. M. Murphy, vice-president; Mrs. Annie Simpson, secretary-treasurer; W. Earle Farris, councillor; Mrs. Goedicke, salary policy representative; and Mrs. H. Periche, press correspondent.

Calmar Sublocal

The sublocal held its regular meeting on October 12. Elected to serve on the executive for the year were: Reginald

Beere, president; F. Dembicki, vice-president; William Strochein, secretary-treasurer; Mrs. Pauline Dobko, press correspondent; and F. J. Senger, salary policy representative. Mr. Beere is also local representative. William Moysa gave a report on salary negotiations. Regular meetings will be held on the second Friday of each month.

Camrose North Sublocal

The following were elected as officers of the sublocal at the first meeting on September 20: Rodney Thronson, president; Kenneth Dahl, vice-president; Doris Scheidegger, secretary-treasurer; Theresa Yurkoski, press correspondent; and Bennie Lomnes, councillor. Ewald W. Gabert was named as alternate councillor; F. W. Lehmann and Don Murray were named to the policy committee; and sports representatives are Eric Hohn and Austin Youngberg.

Clive-Satinwood Sublocal

A. W. Lampitt was elected president at the sublocal's first meeting on October 11 at Clive School. Other officers are: Robert Robinson, vice-president; Margaret Thorkman, secretary-treasurer; Mrs. Kay Stearns, councillor; Mrs. Edna Wright, press correspondent; and Peter Baranyk, salary negotiating committee representative. Meetings, alternating between Clive and Satinwood, are to be held on the fourth Tuesday of each month. The program outline decided upon for the year covers guidance, the teacher shortage, language, reading,

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track meet, reference books, and teachers' aids.

Clover Bar Local

Congratulations are being extended to George Butner, Mrs. B. McLean, and Mrs. I. Wilson, whose cooperative effort in the physical training program brought an award to Wye Centralized School. The local committee of the Strathcona Trust Fund selected their demonstration of physical training as winner of the \$100 award. The demonstration, held last spring, included calisthenics, basketball, volleyball, bowling, softball, singing games, and folk dancing.

Edmonton Separate Local

The local held its first meeting of the fall term at St. Joseph's High School on September 17. More than 125 teachers were present. President A. M. Arbeau gave a report on his attendance at the Banff ATA Conference during August.

Curriculum making was one of the discussion topics. Resource units prepared for the elementary grades by Edmonton teachers were noted, and reference was made to a listing prepared by head office of professional publications for teachers. The members were informed by C. J. MacNamara that the board had granted four bursaries. The new liability insurance policy for students was examined and its advantages over the old plan were noted. A short outline of the Catholic education program for October and the institute planned in November was given by Father W. P. Fitzgerald.

Hayter-Provost Sublocal

At the organization meeting of the sublocal on September 13, members elected the following officers: James Clapson, president; Mrs. Agnes Lodoen, vice-president; Mrs. Lucille Hansman, secretary-treasurer; and Mrs. Ruth Auburn, press correspondent. Committees were named to plan programs for future meetings which are scheduled for the first Thursday of each month.

Irma Sublocal

Sublocal teachers met at Irma on October 22 to discuss the institute to be held in Wainwright in November. Suggested topics for discussion included: vocabulary building for high school, the teaching of language and mathematics for Division 3, outlines and textbooks for social studies, science and health, and methods of reading and phonics for Divisions 1 and 2.

Lesser Slave Lake Sublocal

Twenty-one teachers were present at a supper meeting held on October 19. Among the guests were G. K. Gooderham, supervisor of instruction, and Mr. and Mrs. Chouinard, of the Indian Day School at Driftpile. Mr. Gooderham spoke to the group and a discussion period followed. At the business session, members discussed the constitution, banking, records, scholarships, and plans for future meetings.

Morinville Sublocal

The first meeting in the current school term was held on September 20 at Camilla School, Riviere Qui Barre. Officers elected were: F. J. Robinson, president; W. Tchir, vice-president; Marie T. Rostaing, secretary-treasurer; Sister M. St. Paulin, councillor; and Mrs. E. Perreault, public relations officer. Members of the program committee are Sister Colombane, Minnie Bosch, and Mr. Tchir. Meetings will be held every third Thursday of the month.

Okotoks Sublocal

Mrs. Elda Robinson conducted the meeting when members of the sublocal gathered at the Junior High School on September 13. Among matters discussed was the fall track meet. Mrs. Betty Cole was named as president of the sublocal for 1956-57, and Lenore Downing was elected secretary-treasurer.

Olds Local

President Tom Smith was chairman at the regular meeting of the local held on

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October 3 at the Didsbury School. District Representative Ralph McCall gave a short account of the business of the Executive Council meeting in September. A grant was voted to the Alberta Advisory Committee on Educational Research. A committee, to explore the possibility of establishing a filmstrip library within the division, was set up. Mrs. Margaret Clayton, the delegate to the Banff ATA Conference, gave an interesting and entertaining report of the courses.

Ponoka Local

Teachers of the local attended the annual convention at Red Deer on October 18 and 19. Guest speakers included Dr. H. B. McDaniel, acting dean of the school of education, Stanford University; Dr. F. Salter, professor of English at the University of Alberta; and Miss Muriel Caldwell, of the staff of the Faculty of Education, University of Alberta. Discussion groups covered the convention theme, "Reading in the Language Arts".

At the local business meeting the following slate of officers was elected: Mrs. Ruth Wiley, president; R. O. Skaret, vice-president; Margaret McCrea, secretary-treasurer; and H. Larson and N. H. Taylor, councillors. Mrs. Ruth O. James was named public relations officer, and members of the fall convention committee are G. Matthias and Mr. Larson.

Red Deer Rural Sublocal

Sixteen members attended the sub-local meeting on October 10, chaired by the retiring president, John Currie, at which a new executive was named. Norman Griffiths was elected president; David Remple, vice-president; Mrs. H. Adams, secretary-treasurer; Mrs. R. Creelman, press correspondent; and H. Cody, councillor. The members decided that future meetings would be held on the first Wednesday of each month in the Home Economics room of River Glen School.

Spirit River Local

The following slate of officers was elected at the convention meeting of the local: Ethel Fildes, president; S. Wishloff, vice-president; Mrs. Ethel Lazoruk, secretary-treasurer; S. C. Knox, press correspondent; Mrs. M. A. Knox and W. Taylor, councillors; and Mrs. L. Lipinski, rural representative. A report of the past year's activities was presented and tentative plans for the coming year were discussed. A committee was named to investigate and conduct a program of "professional growth and public relations". S. Wishloff reported to the group on the Banff ATA Conference.

At the convention, the teachers heard Dr. H. P. Fawcett of Ohio State University, who spoke on mathematics, Miss D. Lampard of the University of Alberta, and Dr. J. W. Chalmers of the Department of Education. A panel discussed discipline in the school system.

On October 14, a group of principals and vice-principals of the Spirit River School Division met in Spirit River to make preliminary arrangements for the formation of a principals' and vice-principals' association. W. Taylor of Eaglesham was elected as chairman and Mrs. A. Olafson of Woking, secretary. Regular monthly meetings were planned and programs decided upon.

Stettler Sublocal

An organization meeting of the sub-local was held on September 25. Officers for the coming year are: Walter Hryciuk, president; Mrs. Agnes Temple, vice-president; and Mrs. Kay Brissette, secretary-treasurer. Miniature workshops on classroom problems are planned for future meetings.

Sullivan Lake Local

Members of the local met at the Hanna High School on October 18. A committee of Gordon Hunter, Rosanna Weins, and Mrs. Verda Litke was appointed to make arrangements for the annual award night on November 26 at which all awards for the track

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meet, musical festival, and scholastic achievements will be presented. The children of several rural rooms and the junior and senior rooms in Hanna will provide the entertainment. Local policy resolutions were discussed. One which was accepted provides that the vice-president advance to president and that councillors be elected for a two-year term. A resolution on pensions was passed for submission to the Executive Council.

Three Hills Sublocal

Arthur Middlestead was elected president at the sublocal's first meeting on September 18. Vice-president is Verda Ratzlaff; Mrs. Mary Third, secretary-treasurer; Alice Takkinen; press correspondent; and T. Quiring and C. Larden, councillors. Reports were given by S. Semenchuk on the Banff ATA Conference, and District Representative Ralph McCall regarding the September meeting of the Executive Council. It was decided that the next sublocal workshop would be on the topic of physical education and science. Possible future projects were discussed, and suggestions included the subjects of literature, primarily poetry for all grades, and arithmetic for the primary grades.

Thorsby Sublocal

On September 26, 18 members of the sublocal met at Thorsby. Ways and means of making meetings more interesting and enjoyable were discussed. E. Raitz, delegate to the Banff ATA Conference gave an informative report on "How to Make Teachers' Organizations More Effective". The officers for the coming year are: Stan Zurek, president; Mrs. J. Vaughan, vice-president; John Woloshyn, secretary-treasurer; Ed Krukowski, councillor; Mr. Raitz, salary representative; and Frank Kazar, press representative.

Tofield Sublocal

Convention plans and future meeting topics were among the items discussed at the October 10 meeting of the sublocal. New members of the staff were acquainted with benefits provided under hospital insurance plans. A new executive was installed with Mrs. Edna H. Torrie as president; Mrs. M. Gill, vice-president; Mrs. Anne Friesen, secretary-treasurer; Mrs. L. Graham, local representative; Agnes E. Glover, sports representative, and Mrs. E. Francis, social convener.

Viking-Kinsella Sublocal

Members of the executive of the sublocal, elected at the first meeting on October 10, are: R. Harris, president; Mrs. B. Empey, vice-president; Lydia Thielman, secretary-treasurer; J. R. Hemphill, councillor; A. Toronchuk, sports representative; and E. Freimanis, press correspondent. The members discussed matters of supervision and other professional questions.

Wanham-Tangent Sublocal

On October 18, the teachers of the sublocal met at the Eaglesham School to reorganize for the year. The following officers were elected: Alexander Muzyka, president; M. Frank Gaboury, vice-president; Anne Konopelka, secretary-treasurer; and Sister Edward, press correspondent. A project to foster in-service training is to be decided upon.

Warner-Wrentham-New Dayton Sublocal

Officers for the current term were elected at the sublocal meeting on October 1: Ross McCormick, president; Bill Anderson, vice-president; Anna M. Brown, secretary-treasurer; and Arlene Housley, press correspondent. George McFall and Jack Tilbrook are sublocal representatives to the local executive, and salary committee representatives are Mrs. Vera B. Head, Mrs. V. Leavitt, and O. D. Davidson.

**SAY YOU SAW IT IN THE ATA
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Secretary's Diary

Fall Conventions

For me, this year's convention circuit began at Lethbridge, October 3, at eight o'clock in the evening—a respectable hour, and ended with a 'phone call from a group of my friends in Medicine Hat about 3:30 a.m., November 11, which is about the middle of the night for most people. Among other things, they said they wanted me to know, without delay, how much they had appreciated and enjoyed—I am sure they said "enjoyed"—the 1956 convention.

I am pleased to state that good reports have been received about all of our conventions, both from teachers and from the guest speakers, and that the general opinion seems to be that they are really worthwhile. It has been suggested to me that the Alberta Teachers' Association should arrange a one-day meeting for convention secretaries.

Amendments to Teachers' Retirement Fund Act By-laws

The amended by-law, as redrafted at the request of the Minister of Education, has now been approved. It is printed in this issue of the magazine.

Canadian Education Association Convention, Winnipeg

H. J. M. Ross, president of the Association, and I were the representatives at the Canadian Education Association Convention in Winnipeg, September 26, 27, and 28. Reports were received on curriculum development, recruitment and retention of teachers, the CEA-Kellogg project for improvement of supervision, and the establishment of a graduate school in administration at the University of Alberta. The CEA-Kellogg Short Course will be continued at the University of Alberta, with the provinces assuming all of the costs.

While the Canadian Education Association Convention is still, in the main, a meeting of ministers of education, their deputies, and other senior officials of departments of education, representatives of other groups such as school trustees, teachers, faculties of education, and superintendents are being included to a greater extent every year.

Alberta Committee on Recruitment and Retention Conference

Representatives of eleven groups in Alberta sponsored the second annual conference on teacher recruitment and retention which was held in Edmonton on October 20. Dr. H. B. McDaniel of Stanford University, the Alberta Teachers' Association guest speaker at the Lethbridge, Camrose, and Red Deer Conventions, was the main speaker. He stressed the absolute necessity of establishing and maintaining high standards

for teacher certification, and improving the living and working conditions for teachers, if Alberta, or any other place, wants to have an adequate supply of capable teachers.

The Minister of Education read a paper in which he asked the committee to study: provincial salary schedules, including merit pay and additional allowances for teaching high school, the advisability of allowing teachers to continue under *The Alberta Labour Act* in salary negotiations, and *The Teachers' Retirement Fund Act* and By-laws. Also, the minister outlined his latest thinking about teacher training, which included two proposals: that every teacher be forced to teach for one year after the first year in the Faculty of Education, and that superintendents and faculty of education staff swap jobs every few years. Aren't these proposals getting uncomfortably close to a subtle interference with individual rights? Just think of some of the ramifications of these two ideas if they were forced upon us.

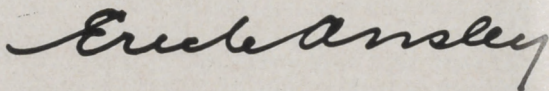
AGM Resolutions

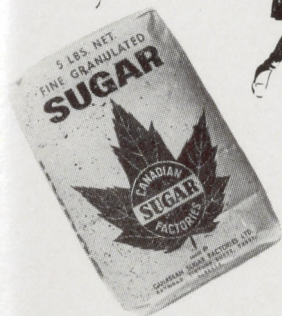
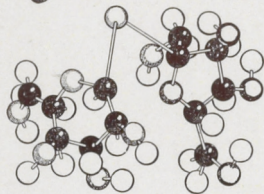
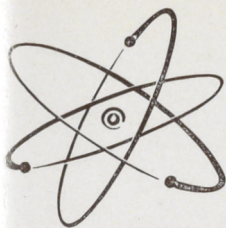
Resolutions of the Annual General Meeting were presented to the Minister of Education and the senior officials of the department on October 29, and to the Cabinet on October 30, by H. J. M. Ross, Mrs. Inez K. Castleton, W. Roy Eyres, and myself. The resolutions included the following: that school grants be increased, that grants be provided for teachers' qualifications and experience, that permanent certification be granted after four years of teacher education, and that the emergency teacher-training program (six-weeks' course) be discontinued.

One resolution that received considerable attention was our request to have a survey made of elementary and secondary education, because of the growing criticism of our school system and the difficulty of answering any criticism without reliable information. It was pointed out that, although Alberta has been a province for fifty years, there has never been a survey of the educational system. It was urged by the committee that such a survey should be started at once, under the direction of the Alberta Advisory Committee on Educational Research.

Meetings

In addition to the conventions in October, there were a number of other meetings: the Research Committee of the Faculty of Education, the evaluation committee of the Leadership Course for School Principals, the Faculty of Education Council, and the ATA Scholarship and Loan Committee. There were meetings also with the executive of the Alberta Division, Canadian Weekly Newspapers Association, with L. E. Wismer of the Canadian Congress of Labour about the national conference on education, and with investment dealers and representatives of trust companies.





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Lethbridge	\$ 3.45	\$ 6.25	\$ 8.80	\$15.85	—	—	\$ 3.10	\$ 5.60
Medicine Hat	\$ 5.00	\$ 9.00	\$10.35	\$18.65	\$ 3.10	\$ 5.60	—	—
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